

DOCUMENT RESUME

ED 063 824

FL 003 212

TITLE Language Arts: Progressing in Spanish. Part I.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 71
NOTE 27p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Audiolingual Skills; Basic Skills; *Behavioral Objectives; *Conversational Language Courses; Cultural Education; Educational Guidance; *Instructional Materials; *Language Instruction; Language Skills; Listening Skills; Modern Languages; Reading Skills; *Spanish; Teaching Guides; Textbooks; Writing Skills

IDENTIFIERS *Quinmester Program

ABSTRACT

Basic audiolingual skills are the focus of this course and teacher's guide. Performance objectives are prescribed to help the student improve his speaking, listening, reading, and writing skills. Course content focuses on everyday activities in the social life of a teenager and emphasizes student mastery of the following grammatical structures: (1) present perfect, (2) direct object, and (3) demonstrative pronouns. Spanish is to be used exclusively in the classroom. (RL)

ED 063824

AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.



Language Arts: PROGRESSING IN SPANISH 7504.31

DIVISION OF INSTRUCTION • 1971

PROGRESSING IN SPANISH

Part I

COURSE NUMBER 7504.31

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethal Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E.L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

CONTENTS

Course Description	111
Broad Goals and Performance Objectives	1
Course Content	8
Suggested Expansion of Materials	14
Sample Evaluation	16
References	20

PROGRESSING IN SPANISH PART I

Course Description

The content of the course centers on the activities of a pet and the purchase of a gift.

The structures emphasized are the present perfect, direct object and demonstrative pronouns. Spanish will be the language used in the class.

Completion of any 7503 series or its equivalent is advised before enrollment.

Course number 7504.31

BROAD GOALS AND PERFORMANCE OBJECTIVES

These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

- I. Listening Skills: The pupil, according to his level of maturity and achievement, will be able to demonstrate by overt and/or spoken reaction his:
 - A. Understanding of the target language spoken at normal tempo:
 1. Given orally a series of incomplete sentences, each followed by three possible completions, the student will choose the correct one for each sentence by circling a, b, or c.
 2. Given 20 questions, previously studied orally, the student will answer them with 80% proficiency.
 - B. Comprehension of new arrangements of familiar content:
Given a series of ten sentences, each one followed by three suggested rejoinders, the students will choose the correct rejoinder by circling a, b, or c.
 - C. Understanding of two natives of target culture speaking topics within range of experience:
 1. Given short prepared narratives, not more than two lines per speaker, followed by no more than 5 questions, and the respective answers, the student will write V or F.
 2. Given brief oral dialogs, the student will indicate the locale of the conversation (sala, casa, tienda, fuera de

la casa o tienda, dentro de la casa o tienda) by circling the corresponding letter on a prepared answer sheet with 80% proficiency.

D. Understanding of conversation based on everyday structure:

Given 5 simple dialogs orally, the student will choose the correct everyday situation by circling the corresponding letter with 80% degree of success.

E. Understanding of questions about his own usual activities in and out of school. Given 10 questions orally, students will answer them in a personal way.

F. Inference of the meaning of words from the context in which he hears them. Given ten sentences in which the same word has two different meanings (verb seguir) students will circle 1 or 2 depending on the meaning with 80% degree of success.

G. Understanding of regional speech variations of the target language. Given a list of words orally in which are variations like (ventana, vidriera, escaparate) (cartera, bolsa, monedero) (guagua, camión autobus) the student will explain the meanings in English.

II. Speaking Skills: According to his levels of maturity and achievement, the learner will talk with intonation and pronunciation acceptable to the teacher.

A. Imitate conversations of models at natural speed:

1. Given orally the lines of the dialog, the student will imitate what is heard with pronunciation and intonation acceptable to

the teacher.

2. Given orally five basic sentences the student will imitate what he hears.

B. Perform necessary changes in form and order by practicing these changes in structure drills and exercises:

1. Given a person number substitution drill on the Present Perfect Tense; Irregular Past Participle; Irregular Decir and Stem Changing Verbs (e-ue, u-ue, e-i). Students will restate the pattern sentence performing the proper changes.
2. Given the oral replacement and translation drills of materials taught, the student will restate the correct pattern performing the necessary changes.

C. Answer questions about his usual activities:

1. Given five questions dealing with the dialogs, the student will answer them orally, within a period of time acceptable to the teacher.
2. Given directed dialogs of materials taught, the student will respond according to directions given.

D. Ask questions relating to his usual activities:

1. Given a verbal cue on situations included in materials taught, the student will ask a question using said cue as the target.
2. Presented with a visual stimulus of daily situations included in materials taught, the student will ask questions using said cue as the target.

- E. Recognize structural or grammatical signals by applying them correctly in pattern drills: Using Direct Object Pronouns; Demonstratives Adjectives as cues given orally the students will construct orally a pattern sentence, placing the cue in the correct structural position.
- F. Speak satisfactorily on topics within his range of development: Given 5 different topics, student will choose one and speak about it.
- G. Speak the target language in everyday situations. Given five different everyday situations, student will choose one and speak the target language.

III. Reading Skills: According to his level of maturity and achievement the learner will read with intonation and pronunciation acceptable to the teacher.

- A. Awareness of regular sound-letter correspondence: Given a list of sentences or a short narrative containing the following lettersounds (ch, h, j, ll, n, rr, v, z, y) the student will correctly pronounce each sound.
- B. Skill of oral reading evidenced by correct intonation, juncture and pronunciation: Given five selected lines eliciting intonation and/or juncture the student will read orally.
- C. Skill of reading with direct comprehension of what has been mastered audiolingually:
 - 1. Given five lines from a narrative related to materials taught,

the student will read and answer questions orally or in writing with 80% degree of success.

2. Given a series of incomplete sentences, and 3 or 4 completions, choose the correct one by marking a, b, c.

D. Skill of reading specially written materials that introduce new vocabulary and grammar progressively:

1. Given short narratives with new vocabulary, the student will read and recognize the new words.
2. Given short narratives with new vocabulary and structure, the student will read it and write in English the main ideas.

IV. Writing Skills: According to his levels of maturity and achievement the pupil will:

A. Copy in the target language that ~~which~~ he has previously heard, spoken and reads. Given lines of the dialogs, the student will copy each line with correct orthography and punctuation with 90% proficiency.

B. Write exercises requiring minimal structural changes:

1. Given one model sentence on the stem changing verbs included in materials taught, followed by subject pronouns cues, the student will write the model sentence making the appropriate structural changes.
2. Oral dictation requiring students to fill in sentences with words dictated.

1. Given 5 questions orally, student will write answers to same.
 2. Given 5 statements which have been practiced orally, student will write rejoinders.
- D. Construct original sentences following a model with a controlled vocabulary: Given a model sentence, student will construct 5 original sentences based on said model.
- E. Rewrite a paragraph, changing one key structural element and making all other consequent necessary changes:
1. Given a short paragraph with all verbs in the present tense, students will rewrite it changing all verbs to the present perfect tense.
 2. Given a paragraph, students will rewrite it changing direct objects to direct object pronouns.

V. Knowledge of Culture

According to his levels of maturity and achievement, the pupil will

- A. Demonstrate in meaningful context five acceptable gestures that have special meaning in the target culture when given eight from which to choose.
- B. Demonstrate knowledge of the geography and its effect upon the national development of Chile, Uruguay, Paraguay by answering correctly six short questions of a given ten.
- C. Demonstrate an attitude of sympathetic understanding toward the

culture of Chile, Uruguay, Paraguay, its people, and its language as evidenced by participation in groups discussion, oral reports, or making of cut.

VI. Attitude Changes

A. Pursues actively further study of the target language and culture as evidenced by seeking additional knowledge, joining language clubs, seeking and corresponding with a pen pal in the target country.

B. Registers for further courses of language study.

COURSE CONTENT

"El Aventurero"

Dialog

Dialog adaptation

Supplement; time

Structure drills

A. Present Perfect Tense (-a, e, i verbs)

1. Repetition drill
2. Person number substitution
3. Change from Present to Present Perfect

B. Irregular Past Participles

1. Repetition drills
2. Person number substitution
3. Response drills

C. Past Participle used as an adjective

1. Repetition drills
2. Item substitution
3. Number substitution

D. Verbs with changes in the stem (o - ue, u - ue)

1. Repetition drills
2. Person number substitution
3. Response drills

E. Ir a / Infinitive - Present Tense

F. Replacement drills

Translation drills

Directed dialog

Conversation stimulus

Recombination reading narrative; questions

GRAMMATICAL INVENTORY

Questions on time

A. ¿A qué hora es _____? A las _____

B. ¿Qué hora es? Son las _____

Use of opposite words

A. alguien vs. nadie

B. alguno vs. ninguno

C. algo vs. nada

Expresiones

¡Ojalá!

Es cierto

¡Válgame Dios!

Peor aún

¡Cálmate!

No lo creo

No es posible

Hace poco que

En ningún lado

HABER / Past Participle

A. (-a), (-e), (-i) verbs

B. Irregular verbs (abrir, decir, romper, morir, hacer, poner, volver, ver, excribir)

Stem changing o-ue, u-ue verbs

Ir a / Infinitive --- Present tense

Vocabulary

a. <u>Verbs</u>	<u>Verbs</u>	b. <u>Nouns</u>	c. <u>Adjectives</u>
ayudar	esconder	albañiles	asustado (a, os, as)
pedir	escapar	sala	pobre (es)
sacar	dormir	carpinteros	abierto (a, as, os)
dejar	encontrar	gato	magnífico (a, as, os)
llegar	abrir	portero	
descansar	robar	escalera	d. Demonstratives
acompañar	bajar	azotea	aquellos (as)
asustar	entrar	tráfico	
caer		rincón	e. Adverbs
correr		centro	debajo
morir		aventurero	fuera
romper		montón	todavía
poner		basura	mientras
regalar		calle	seguramente
comprar		minuto	

COURSE CONTENT

Dialog adaptation

Supplement; clothing

Structure drills

A. Direct object pronouns

1. Repetition drills
2. Noun - pronoun
3. Person - number substitution
4. Patterned response drill

B. Position of direct object pronoun with infinitives

1. Repetition drills
2. Position substitution
3. Pronoun and position substitution

C. Demonstratives

1. Repetition drills
2. Item substitution
3. Number substitution
4. Response drills

D. Verbs with changes in the stem (e-i)

1. Repetition drills
2. Person - number substitution
3. Response drills

E. Irregular verb DECIR

1. Repetition drills

2. Person number substitution

3. Response drills

F. Ir a / Infinitive --- Present Tense

G. Replacement drills

Translation drills

Directed dialog

Conversation stimulus

Recombination reading narrative; El día del santo

COURSE CONTENT

GRAMMATICAL INVENTORY

"El Regalo"

1. ¿Cuánto tiempo sin / infinitive / direct object pronoun

2. Uses of siempre vs. nunca

3. Te fijaste en / noun

4. Haría juego con / article / noun

5. No hace falta / infinitive

6. Verbs

a. Stem changing verbs e-i

b. Irregular DECIR

7. Direct Object Pronouns (me, te, lo, la, los, las, nos)

8. Demonstratives

Singular

este

esta

Plural

estos

estas

<u>Singular</u>	<u>Plural</u>
esa	esas
ese	esos
aquel	aquellos
aquella	aquellas

9. Expresiones

Tiene razón

Estar de acuerdo

¡Qué barbaridad!

¿Qué hay de tu vida?

No hace falta

Sobre todo

Mientras tanto

¡Cómo no!

10. Vocabulary (suggested increase in clothing)

a. Verbs

bailar

despedir

distraer

faltar

recoger

trabajar

fijarse

estar de acuerdo

b. Nouns

abrigo

blusa

camisa

cartera

corbata

falda

guantes

sombrero

traje

zapatos

Nouns

baile

cocodrilo

cosa

cumpleaños

escaparate

película

rayas

regalo

santo

c. Adjectives

pequeño (a, os, as)

nuevo (a, as, os)

fino (a, as, os)

contento (a, as, os)

caro (a, as, os)

barato (a, as, os)

d. Adverbs

siguiente

además

ayer

mas

SUGGESTED EXPANSION OF MATERIALS

"El Aventurero"

1. Narratives *
 - a. El turista con mala suerte
 - b. ¿Quién es?
2. Listening comprehension quiz to above narratives
3. Questions on narratives
4. Questions on the dialog

Personal questions related to dialog and material learned
5. Drills on vocabulary
6. Supplementary drills
7. Personal narratives and conversations
8. Supplementary drills from Sonidos de la vida diaria

Situación IV

 1. Questions
 2. Item substitution
9. Cultural items to be taught
 - a. Teach eight or ten gestures commonly used by Spanish speakers.
 - b. Begin projects on Chile, Uruguay, Paraguay.

* Spanish Supplementary Materials. Curriculum Bulletin 20J

SUGGESTED EXPANSION OF MATERIALS

"El Regalo"

1. Narratives *
 - a. En la tienda
 - b. Ena
2. Listening comprehension quiz to above narratives
3. Questions on narratives
4. Questions on dialog
5. Drills on vocabulary
6. Supplementary drills
7. Personal narratives and conversations based on unit 1 to 11
8. Situation V - Sonidos de la vida diaria
 - a. Oral practice
 - b. Double item substitution
 - c. Written exercises
 - d. Oral questions
9. Cultural items to be taught
 - a. Continue teaching gestures and practice them in role - playing
 - b. Call for project reports on Chile, Uruguay, Paraguay.

* Spanish Supplementary Materials. Curriculum Bulletin 20J

SAMPLE EVALUATION

Instrument for measuring performance objective Ia-1

The following sentences from which one or more words have been omitted will be read twice. Students will choose the correct completion by circling A, B, or C.

1. Las puertas estan _____
 - a. abierta
 - b. abiertas
 - c. rotos
2. No pueden haber _____
 - a. llegado
 - b. llegados
 - c. llegar
3. ¿Qué dice Ud.? _____ que sí
 - a. digo
 - b. decimos
 - c. dice

Instrument for measuring performance objective IIB-1

Students restate the pattern sentence performing the proper changes

Yo he estado aquí

ellos _____

tú _____

María y yo _____

No he dicho nada

él _____

Luis _____

tú y yo _____

Instrument for measuring performance objective III D-2

After reading the following paragraph, the students will write down the main idea in English (15 minutes).

La mamá de María acaba de regalarle una cartera de cocodrilo roja. Ahora María quiere ir a la tienda para comprar unos zapatos que hagan juego con la cartera. Llama a su amiga Teresita por teléfono para ver si la puede acompañar. ¡Qué bueno! Teresita también quiere ir a la tienda y las dos quedan en encontrarse en la puerta de la tienda.

Instrument for measuring performance objective IVB-2

Spot Dictation

1. No he podido encontrarlo por _____
2. Se ha escondido en _____
3. Vi unas carteras _____ de _____
4. A mí me gusta aquella de _____ grises
5. ¿Te fijaste en la _____ que están dando?
6. Estoy buscando _____ para mi papá

Instrument for measuring Knowledge of Culture

Refer to Objective VA

You will see eight gestures demonstrated twice each. On your paper interpret as many as you can.

Refer to Objective VB

Answer in full any six of the following questions.

1. Locate Chile
2. Locate Paraguay
3. Locate Uruguay
4. Name the capital of Chile
5. Name the capital of Paraguay
6. Name the capital of Uruguay
7. Describe the various weather zones of Chile
8. How has the geographic location of Paraguay influenced its history?
9. How has the geography of Chile affected its climate?
10. What are the outstanding features of Uruguay's geography?

Instrument for measuring Attitude Changes

Refer to Objective VI A

A questionnaire can be devised with such wording that the teacher can receive much direction for improvement of the course. No names should be signed on the questionnaire.

Sample questions:

1. Are you more satisfied with the course now than during the second week?

Why?

Why not?

2. Which part of the course did you really like best?

listening to tapes _____

reading _____

writing _____

talking _____

discussions _____

music _____

projects _____

3. Of the countries you have studied in this course, which would you like to visit?

Why?

REFERENCES

- Bauer, Olga. Cortesía y etiqueta modernas. Madrid: Aguilar S. A., 1967.
- Brooks, Nelson. "Teaching Culture in the Foreign Language Classroom." Foreign Language Annals, March, 1968, pp. 204-217.
- Brown, Ina Corinne. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.
- Castro, Américo. The Structure of Spanish History. Princeton, New Jersey: Princeton University Press, 1954.
- Copeland, Leila S. and Dovell, J. E. La Florida; Its Land and People. Texas: The Steck Company, Publishers, 1957.
- Dade County Public Schools. Spanish Supplementary Materials. ALM Spanish Units 1-14, Curriculum Bulletin 20J. Miami, Florida: Dade County School Board, 1964.
- _____. Sonidos de la vida diaria, Curriculum Bulletin 20M. Dade County School Board, 1969.
- _____. Orientation to Spanish Culture, Curriculum Bulletin 20L. Dade County School Board, 1968.
- _____. FLES-7 Spanish, Curriculum Bulletin 20-FL. Dade County School Board, 1966.
- Gibson, Charles. Spain in America. New York: Harper & Row, 1966.
- Green, Jerald R. A Gesture Inventory for the Teaching of Spanish. New York: Chilton Company, 1968.
- Grittner, Frank M. Teaching Foreign Languages. New York: Harper & Row, Publishers, 1969.
- Harcourt, Brace & World, Inc., Publishers. ALM Spanish 1, first edition. New York: Harcourt, Brace & World, Inc., 1964.
- Henriquez Ureña, Pedro. Historia de la Cultura en la América Hispana. México: Fondo de la cultura económica, 1961.
- Jernigan, Ernest H. Florida; Past, Present, Future. Florida Research Press, Ocala, Florida, 1964.

Lado, Robert. Language Teaching A Scientific Approach.
New York: McGraw-Hill, Inc., 1964.

_____. Language Testing, The Construction and Use
of Foreign Language Tests. London: Longmans, Green
and Co., 1961.

_____. Linguistics Across Cultures. Ann Arbor,
Michigan: The University of Michigan Press, 1957.

Modern Language Association of America. A Handbook on
Foreign Language Classroom Testing: French, German,
Italian, Russian, Spanish. New York: Modern Language
Association of America, 1968.

Oliva, Peter F. The Teaching of Foreign Language. Engle-
wood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Plaza, Galo. Latin America Today and Tomorrow. Washington:
Acropolis Books Ltd., 1971.

Politzer, Robert L. and Bartley, Diana E. Practice-
Centered Teacher Training: Spanish. Philadelphia: The
Center for Curriculum Development, Inc., 1970.

Politzer, Robert L. and Staubach, Charles N. Teaching
Spanish, A Linguistic Orientation. New York: Blaisdell
Publishing Co., 1965.

Rivers, Wilga M. Teaching Foreign Language Skills.
Chicago: The University of Chicago Press, 1969.

Stockwell, Robert P. and Bowen, Donald. The Sounds of
English and Spanish. Chicago: The University of Chicago
Press, 1965.

Valette, Rebecca M. Modern Language Testing. A Handbook.
New York: Harcourt, Brace & World, Inc., 1967.

AUDIO-VISUAL MATERIALS

Slides

Spanish Media Package Series. Miami, Florida: Dade County Schools, 1970.

Tapes

Dade County Public Schools. Dade ALM (tapes). Miami, Florida: Dade County School Board, 1967.

Harcourt, Brace & World. ALM Spanish, First Edition. New York: Harcourt, Brace & World, Inc., 1961.